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NUTRITION COMMITTEE NEWS

For exchange of information on nutrition education and school lunch activities.

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U. S. DEPARTMENT OF AGRICULTURE

PRESENTING NUTRITION INFORMATION AT WORKSHOPS AND OTHER MEETINGS

WHAT IS A WORKSHOP, AN INSTITUTE, A CONFERENCE?

The terms "workshop," "institute," and "conference" are often used interchangeably. A workshop is defined in the May 1953 issue of Adult Leadership as bringing together a group of participants and resource people to develop new ideas and plans and to share new information; or to work together to learn new job performance skills, new ways to prepare reports, diagnose problems, plan programs, or lead discussion groups. Workshops provide opportunities for participation of every member in working on problems, developing policies, and learning new ways of working which contribute to growth and development.

An institute, according to the dictionary, is a "meeting for instruction." It usually features talks or lectures, although such group dynamics techniques as small discussion groups and role-playing are often used.

Conferences—meetings for formal consultation or discussion—are now also using group dynamics techniques.

WHICH METHOD TO USE?

The type of meeting and the methods and techniques used will depend upon the needs of the participants and the purpose of the meeting. For example, workshops of the New York State Education Department for teachers and school lunch managers provided opportunities for group work with consultants on special projects. For cooks and cook-managers, not professionally trained, the lecture-demonstration method was generally relied on to give subject-matter information and to develop skillful techniques.

In Maine, lectures for school lunch cooks on large-quantity food preparation were supplemented by actual meal preparation. Every nutrition and menu-planning class included presentation of technical information, making of menus, and discussion. Information on sanitation was presented through films, slides, and lectures. One person from each class acted as sanitarian and reported to the class on kitchen conditions and work habits of those preparing the meal.

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HOW TO FIND OUT THE NEEDS OF PARTICIPANTS

To have resource persons or materials on hand when needed takes careful planning. A problem census taken in advance of the workshop helps to anticipate group needs. The staff of a Nutrition Education Workshop at Moorhead, Minnesota, uncovered problems by asking each prospective participant to indicate on the preregistration application the problems on which he wanted help. Upon arrival each participant checked on a compiled list of the problems submitted the ones he was most concerned about. Some of the problems were discussed by workshop groups and others were taken care of by resource people in talks, demonstrations, and in other ways.

The subject matter of Virginia School Lunch Training Conferences is based on participants' evaluations of previous conferences and requests from prospective participants; the scope of local training, reports of State and district school lunch supervisors as to needs discovered during visits to lunch programs, and on suggestions of local administrators. Factual information is shared through discussions, lectures, visual aids, field trips, observations, and demonstrations.

Material For This Issue

This issue of Nutrition Committee News describes some methods that have been found successful in presenting nutrition information. It was prepared in consultation with a committee appointed by the Interagency Committee on Nutrition Education and School Lunch. Representatives of the Extension Service, Office of Education, and Production and Marketing Administration's School Lunch Division made up the committee. Information was supplied also by some of their field staffs and staffs of State agencies who were asked to give suggestions and to list the problems on which help is needed in conducting educational meetings.

HOW TO GIVE NUTRITION INFORMATION

As pointed out in Conferences Need Planning Too (see Materials), information should be given where and when needed in such a way that participants can consider and digest it. Leaders and participants in recent workshops report success with the following activities:

Using Clinic Services

To have participants actually undergo clinical examinations for nutritional conditions gives them a broader background from which to teach nutrition. It also tells them of services that schools might use to assess the nutritional status of students. During a Nutrition Education Workshop at Athens, Georgia, the State Department of Public Health provided examinations for nutritional status including eye, skin, teeth, gum, heart, and hemoglobin tests to all workshop participants. Any irregularity due to malnutrition was explained.

In a group meeting a doctor illustrated with color slides some readily seen signs of good nutrition teachers can observe in children.

Keeping Food Records

Food records, kept by participants, can also furnish materials for workshop use. In the Georgia workshop each participant conferred with a nutritionist about his food practices using as a starting point a 1-day food record he had kept. Another method, used by the group at Moorhead, Minnesota, was to score their own 3-day records.

Reporting Survey Findings

Benne, Bradford, and Lippitt in Group Dynamics and Social Action (see Materials) describe how facts found in a community survey were reported back via a community meeting. The reason for making the survey was told. . . . The basis of sampling was explained. . . . By hearing a recording each one had the experience of sitting in on an interview. . . . Then the audience followed the leader's reading of the first part of the analysis of the interviews as it was projected on a screen. A mimeographed copy of the complete tabulation was given each one for later study. . . . The thinking and point of view of each racial or other social group included in the survey was presented by several members of the survey team. . . Then the audience broke up into small groups to discuss what action should be taken.

Serving Food

To show how schools can (1) increase the consumption of certain foods by children, (2) improve food choices, (3) use effectively foods that are available, and (4) get children to like and eat new foods, a Vitamin-Time Committee served fruits, raw vegetables, juices, milk, and other foods to participants in the Georgia Nutrition Education Workshop during session "breaks."

At the Moorhead workshop for teachers, members of a primary curriculum group served breakfast to all participants. The value of serving a meal to children and how the meal might be correlated with the curriculum was discussed.

School lunch cooks and cook-managers in Cornell University courses on quantity food preparation prepared their own meals based on type A requirements. This activity provided an opportunity for planning menus and analyzing and evaluating cost.

1953 Opportunities For Study

Some national worshops and institutes to be held this summer are—

Colorado A & M College, Fort Collins. Nutrition Workshop intended primarily for Extension personnel but applications accepted from others. Limited to 30. July 20-August 7. T. Guy Stewart.

University of Kentucky, Lexington. Applied nutrition workshop held in collaboration with the American National Red Cross. For teachers and workers in Extension, Social Service, Red Cross, and others. July 6-18. Mrs. Anne M. Clemmons, chairman.

Syracuse University, Syracuse, N. Y. 7th Community Nutrition Institute held in collaboration with New York State Department of Health. For nutritionists, physicians, nurses, dentists, dietitians, and health educators. June 14-27. Dr. Anne Bourquin.

Foods and Nutrition Department, Iowa State College, Ames. Nutrition in Growth and Development Workshop for teachers, research workers, dietitians, and nutritionists in public health, extension, business, and social welfare. June 29-July 18. Dr. Ercel S. Eppright.

For information about other workshops and work meetings apply to—

State Departments of Education (School Lunch)

Land Grant Colleges and Universities (Department of Education)

Education Section, General Mills, 400 Second Ave., South, Minneapolis 7, Minn. Directory of summer workshops.

Observing Activities

Field trips offer opportunities to learn at first hand. Some of those attending last December's National Food and Nutrition Institute saw examples of the actual effects of experimental diets on animals at the National Institutes of Health. If a laboratory is not convenient, films or charts showing results of animal experiments can be used.

Observation of nutrition teaching in schools, of operation of food services in school lunchrooms and child-care centers, and of care of milk in dairies, is a practical and effective way of learning.

Demonstrations

Demonstration plus slide films on a how to bone a ham proved to be an effective teaching method at Alabama workshops for school lunch managers. Drawings from the USDA leaflet, "Boning, Cutting, and Cooking Smoked Ham for School Lunch," traced on etched glass slides were projected on a screen. As each magnified illustration was viewed by the group, the demonstrator pointed to the step she was taking to remove a particular bone. Having slides available enabled the managers to conduct similar demonstrations for other lunch-room managers and workers in their counties and spread the information throughout the State.

Visual Aids

Long usage has shown the value of visual aids, such as charts, flannelgraphs, or exhibits in presenting facts, whether displayed on a wall or bulletin board or used to illustrate quickly and clearly the points made by a speaker.

Research on teaching values of films is reviewed in Instructional Film Research (see Materials).

Reading

In Oregon Extension Service Workshops it has been found that giving prospective participants the opportunity to do preliminary reading or investigation promotes participation at the workshop. A list of suggested references is sent out beforehand.

If mimeographed copies of papers and lectures are given students for reading in advance, conference time can be devoted to discussing questions arising from the papers and further development of topics.

To have desired materials on hand for the Georgia Nutrition Education Workshop, all staff members submitted in advance a list of books, pamphlets, posters, and films which they believed would be helpful. Commercial materials were ordered. The libraries assembled the materials so that they were ready when the workshop began.

During workshops, participants can use their time most effectively if there are enough copies of reference materials for the size of the group and if the materials are readily available, preferably in workshop headquarters. A librarian or library committee of members to keep the materials in order and check them in and out is helpful.

Talk or Lecture

The July-August 1952 issue of Adult Leadership lists several ways to make a talk or lecture most useful to a group, how to plan the question-and-answer period, and how to use resources in general.

WHICH METHOD TO USE?

(*Continued from page* 1)

In small discussion groups participants in New Hampshire school lunch workshops completed menus around specified main dishes as practice in using the principles given them.

The first National Extension Nutrition Workshop held at the University of Arkansas was organized around problems brought by participants. Those with common problems worked together in committees. Each participant demonstrated some unusual teaching method she had found successful—such as how to conduct a home visit, a community gathering, or a training meeting.

Leader-training meetings held by the New York State Extension Service included demonstrations by the specialist, discussion periods on subject matter covered by the demonstration, and planning sessions on how the leaders would teach the lesson. When working space and equipment permitted, the leaders showed what they had learned by doing the demonstration themselves.

MATERIAL AND REFERENCES

Listing of these materials is for information of readers and does not necessarily mean recommendation. They may be obtained from the addresses given after the name of the publication. The symbols refer to—

GPO—Superintendent of Documents, Government Printing Office, Washington 25, D. C.

EXT—Extension Service, USDA, Washington 25, D. C.

ADULT LEADERSHIP. Published monthly except August by the Adult Education Association under grant from the Ford Foundation. From Adult Leadership, 743 N. Wabash, Chicago 11, Ill. $4 a year; discount for 10 or more copies to one address. Single copies 50c.

CONFERENCES NEED PLANNING TOO! Based on material by Stephen M. Corey. 8 pp. Processed. 1952. From Adult Leadership, 743 N. Wabash, Chicago 11, Ill. Free.

MARRIAGE AND FAMILY LIVING. Special workshop issue winter 1951. From National Council on Family Relations, 5757 South Drexel Ave., Chicago 37, Ill. $1.25.

PUBLICATIONS IN HUMAN RELATIONS, ADULT EDUCATION, GROUP DYNAMICS. List of publications available from Adult Education Service, National Education Assoc., 1201 16th St., N. W., Washington 6, D. C. Free.

GROUP DYNAMICS AND SOCIAL ACTION. K. D. Benne, et al. 62 pp. 1950. From Ant-Defamation League of B'Nai B'rith, 212 Fifth Ave., New York 10, N. Y. 25c.

THE WORKSHOP. P. B. Diederich and W. Van Til. 32 pp. 1945. The Interstate Printers and Publishers, 19-27 North Jackson St., Danville, Ill. 30c.

THE WORKSHOP WAY OF LEARNING. E. C. Kelley. 169 pp. 1951. Harper & Bros., New York. $2.75.

GROUP PROCESSES IN SUPERVISION AND CURRICULUM DEVELOPMENT. 130 pp. 1948. From Assoc. for Supervision and Curriculum Development, National Education Assoc., 1201 16th St., N.W. Washington 6, D. C. $1.25.

NEW WAYS TO BETTER MEETINGS. B. Strauss and F. Strauss. 177 pp. 1951. Viking Press, New York. $2.95

MY GROUP AND I. G. L. Lippitt and W. H. Schmidt. 31 pp. 1952. National Foreman's Institute, 100 Garfield Ave., New London, Conn. 75c.

LEADERSHIP AND PARTICIPATION IN LARGE GROUP MEETINGS. National Training Laboratory in Group Development Bul. No. 4, 17 pp. 1951. From Div. of Adult Education Service, National Education Assoc., 1201 16th. St., N. W. Washington 6, D. C. 50c.

Two processed publications: SO—WE PLAN A WORKSHOP (10 pp.); DISCUSSION BEGINS WITH PEOPLE (15pp.) 1951. From Indiana Council for Children and Youth, 1330 W. Michigan St., Indianapolis 7, Ind. Single copies free.

Three film strips: ROOM FOR DISCUSSION; HOW TO ORGANIZE A DISCUSSION GROUP; HOW TO CONDUCT A DISCUSSION GROUP. Produced by Encyclopedia Britannica Films under grant from Ford Foundation. 16mm., 20 min. each. From Encyclopedia Britannica Films, 1150 Wilmette Ave., Wilmette, Ill. Rental, $4.50 each.

WORKSHOP TECHNIQUES IN ELEMENTARY EDUCATION. H. K. Mackintosh. Office of Education. Educ. Briefs No. 10. From Office of Education, Dept. of Health, Education, and Welfare, Washington 25, D. C. Single copies free.

CONFERENCE SENSE. Bureau of Naval Personnel, U. S. Navy. NAVPERS 91139. 32 pp. illus., 1950. GPO, 20c.

Two publications by G. C. Dildine: HUMAN RELATIONS FOR COMMUNITY WORKERS: (Reprint from Educational Leadership, vol. 10, no. 1, Oct. 1952); THE WORKSHOP METHOD IN SCHOOL AND COMMUNITY (Processed. 10 pp. 1952) From Glenn C. Dildine, National 4-H Club Foundation, USDA, Washington 25, D. C. Free.

SANITARY FOOD SERVICE. Instructor's Guide for training food service personnel. U. S. Public Health Service Pub. 90. 209 pp. illus. 1952. GPO, $1.50.

THE USE OF VISUAL AIDS IN CONSUMER EDUCATION IN THE MARKETING PROGRAM. Loa Davis, USDA Extension Service. Processed. 9 pp. 1950. EXT Free.

INSTRUCTIONAL FILM RESEARCH (RAPID MASS LEARNING). (Report of Pennsylvania State College Instructional Film Research Program sponsored jointly by Depts. of the Army and Navy to bring together findings of investigations of training through motion pictures from 1918-1950). Tech. Rpt. SDC 269-7-19. PB 111000. Oct. 1951. From Dept. Of Commerce, Printing Services, Publications Section, Washington 25, D. C. Attention: E. E. Vivian. $2.50.

GIVING A METHOD DEMONSTRATION IN FOODS WITH SUGGESTIONS FOR USE ON TV. Evelyn L. Blanchard. USDA Extension Service. Processed. 10 pp. 1953. EXT Free.

Three publications: PRETESTING AND EVALUATING HEALTH EDUCATION (Public Health Monograph No. 8, 26 pp. 1952); EVALUATING HEALTH EDUCATION, Andie L. Knutson, USPHS. (Reprint 3143, Pub. Health Rpts., vol. 67, no. 1. Jan. 1952); PRETESTING: A POSITIVE APPROACH TO EVALUATION. Andie L. Knutson, USPHS. (Reprint 3192. Pub. Health Rpts. vol. 67, no. 7, July 1952). Single copies of each free from Public Health Inquiries, Dept. of Health, Education, and Welfare, Washington 25, D. C.

CHILD HEALTH DAY—MAY 1, 1953. Notes on child health. From Children's Bur., Dept. of Health, Education and Welfare, Washington 25, D. C. Free.

AGING. Issued bimonthly by the Committee on Aging and Geriatrics, Dept. of Health, Education, and Welfare, Washington 25, D. C. GPO, 50c a year.

AVAILABLE PUBLICATIONS ON FISHERIES. Fishery Leaflet 9. 17 pp. 1952. From Fish and Wildlife Service, U. S. Dept. Interior, Washington 25, D. C. Free.

[SCHOOL LUNCH] RECIPES FOR MAIN DISHES AND DESSERTS. PA-222. 9 pp. 1953. From Office of Information Services, Production and Marketing, Adm., USDA, Washington 25, D. C. Free.

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